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# Thinking Outside the Box: Incorporating Critical Thinking Strategies in ESL Reading & Writing Instruction

Johanna Carranza  
johannaestheresl@gmail.com

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University of San Francisco

# **Thinking Outside the Box: Incorporating Critical Thinking Strategies in ESL Reading & Writing Instruction**

A Field Project Proposal Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

By  
Johanna Esther Carranza  
May 2018



# **Thinking Outside the Box: Incorporating Critical Thinking Strategies in ESL Reading & Writing Instruction**

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

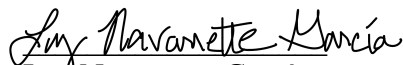
Johanna Esther Carranza

May 2017

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

  
Luz Navarrette García  
Instructor/Chairperson

May 8, 2018

\_\_\_\_\_  
Date

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## ABSTRACT

ESL students in the United States avail the resources of community college to achieve their goal of academic excellence. However, many community colleges struggle to prepare their students for mainstream four-year institutions. Aside from reading, writing, and speaking, learning a second language requires the development of critical thinking skills which are not emphasized enough for many ESL students in contemporary American academia.

As such, there are two major problems that this project aims to address. The first is that English as a Second Language (ESL) and English instructors have different expectations for ESL students. ESL instructors do not focus on the teaching and development of critical thinking skills. Many English instructors, however, expect all of their students to have critical thinking skills, which includes ESL students that may find themselves in transfer-level English courses. Because of this, many ESL students struggle in transfer-level English courses they must take to achieve academic excellence. This leads in to the second problem: ESL students do not have the necessary critical thinking skills they need to succeed in transfer-level English courses. The purpose of this project is to develop a handbook for ESL faculty to help ESL students by teaching and developing their critical thinking skills in Advanced ESL Reading and Writing courses to better prepare the students for transfer-level courses, as well as any other higher education courses they may encounter.

The project is a pedagogical tool for ESL instructors at the community college level to utilize in the development of an Advanced ESL Reading and Writing course that emphasizes the teaching of critical thinking skills to ESL students. This handbook is centered around one unit in a course unit that consists of six lesson plans explored through the lens of human rights. It is also based on the combination of the Process Approach and TBSIR (topic, bridge, support, interpretation, return) to improve the writing skills of the students, while simultaneously developing their critical thinking skills.



## CHAPTER I INTRODUCTION

### **Statement of the Problem**

Learning English entails understanding reading, writing, and speaking. Collier (1987) argues that it can take up to seven years for an individual to be proficient in English for academic purposes and these skills are dependent on the knowledge of academic writing skills in their first language (L1). In addition, English as a second language (ESL) students need to be proficient in reading and composition for academic transfer-level courses (Scarcella, 2002). Ultimately, to achieve these goals, students turn to community colleges which are the primary source of education for English learners and underrepresented minorities in the U.S. (Kibler, Bunch & Endris, 2010); furthermore, community colleges continue to struggle to prepare their students for four-year universities. For example, Latinos enroll in courses to learn basic skills, but few of these students make it to college-credit level classes (Kibler, Bunch & Endris, 2010). ESL students also must master their critical thinking skills. ESL and English faculty appear to have different expectations of their students which affects ESL students (Atkinson & Ramanathan, 1995). Moreover, Atkinson & Ramanathan (1995) observed that ESL and English instructors share the same purpose and goals in teaching writing, but through two vastly different cultures. English professors for transfer-level classes often feel that ESL students lack preparation in their writing skills (Atkinson & Ramanathan, 1995). The reason this is an issue is because Common Core standards maintain that community colleges are mandated to cultivate students' higher-order cognitive and metacognitive skills; consequently, critical thinking enables the students to pursue higher learning education. (Council of Chief State Officers (CCSSO), 2016). Furthermore, the imperfect writing skills that English instructors are concerned about are not the only problem. Chason et al. (2017) state that there is also the worry that ESL students

lack critical thinking skills; as such, ESL students are not fully prepared for coursework in higher education coursework. Together, the following two issues are significant problems for ESL students at community colleges: 1) there are different expectations between ESL and English instructors, and 2) ESL students lack preparation for the expectations of transfer-level English, especially regarding their critical thinking skills.

The first issue is that ESL and English instructors are not always in agreement on the expectations of the classes in their program at community colleges and, for that reason, a disconnection exists in the manner in which faculty think and teach writing (Atkinson & Ramanathan, 1995). Atkinson and Ramanathan demonstrate the differences in the instructional objectives of the composition course sequences between the ESL and the English department. The first composition objective in the first sequence of courses is that the students can develop their writing through evaluation, revision, editing, and through having a peer reviewer, a teacher or student, comment on their draft; this is also known as the writing process (Atkinson & Ramanathan, 1995). In the second objective of this composition course, Atkinson and Ramanathan state that critical thinking seems to be fundamental for students. Also, professors tend to emphasize critical thinking to the students to deepen their thinking, have them go beyond a given topic, and consider both sides of an issue or topic (1995). The ESL faculty focus more on the Process approach and teaching academic writing to the ESL students which consists of supporting the ESL students “to break out of the habit that if [he/she] cannot write perfect sentence, there is no way [they] are going to write a perfect paper” (1995). Both ESL and English faculty agree in teaching the same writing process, or using the Process approach, that consists of “prewriting” and “drafting.” The issue is cultural because ESL students have “the native competence from their cultures to make pragmatic assumptions, but do not have the native

competence of “American culture or Western” (1995). In *Cultures of Writing*, critical thinking is explained as a cultural entailment for English professors. In particular, critical thinking seems to be required and is culturally embodied in their class rubrics (1995). All in all, the ESL and English faculty agree on the same method of teaching the writing process; however, the ESL professors focus on a deductive model that the English faculty find faulty.

The next problem is that ESL students are not fully prepared for the higher education coursework of the U.S. (Chason et al. 2017) because critical thinking is more of a cultural, social practice than an instructional pedagogy (Atkinson 1997). Fox describes critical thinking, or analysis, as a strong cultural component in the United States’ academia. “Critical thinking is a voice, a stance, a relationship with texts and family members, friends, teachers, the media, even the history of one’s country. This is why “critical analysis” is so hard ... because it is learned intuitively it is easy to recognize, like a face or a personality, but it is not so easily defined and is not at all simple to explain to someone who has been brought up differently” (as cited in Atkinson, 1997). ESL students come from a range of different educational backgrounds, immigration statuses, familial obligations, and social statuses; these factors are a part of every ESL student. Alongside these factors, they still must acquire the necessary reading, writing, and critical thinking skills to succeed in transfer-level classes (Lambert, 2015).

Consequently, there is a need for the ESL and English faculty to discuss and agree on sharing their pedagogies in writing, reading, and critical thinking skills in order to better support ESL students to succeed in the United States’ field of academia.



### **Purpose of the Project**

This field project developed a handbook for English as a Second Language (ESL) faculty to support ESL students in order to improve their critical thinking skills in ESL Reading and Writing classes for the purpose of preparing the students for transfer-level classes. Consequently, ESL students will be better prepared to succeed in higher education classes. The increasingly diverse student population in the United States means that many students enrolling in the nation's colleges and universities come from language minority backgrounds (Accardi & Davila, 2007; Colombi & Schleppegrell, 2002; Harklau et al., 1999; Matsuda, 2003; Zamel 1995). Some of them are international students who intend to return to their home country after completing their studies, others are immigrants, and, still, others are U.S.-born but come from homes where languages other than English are spoken. Most of these students lack the necessary English proficiency to succeed in college (Schleppegrell & Colombi, 2002; Zamel, 1995). On that account, it is necessary that students obtain strategies to enhance and reinforce their critical thinking skills in their English as a Second Language (ESL) Reading and Writing classes in order to excel in their respective academic pursuit.

### **Theoretical Framework**

The theoretical framework for this field project is based on the following theories and methodologies: The Process Approach, TBSIR (topic, bridge, support, interpretation, return), and the enhancement of Critical Thinking skills. For this field project, there are a few relevant researchers on Second Language Acquisition (SLA). Collier (1986), Lenneberg (1967), and Chomsky (1981) state that acquiring a second language as an adult is a challenge because age plays a critical role in SLA. In addition, applied linguists and sociolinguists have documented that there is a complex process that occurs over a long period of time (Krashen 1982). Cummins

(1979, 1980, 1981a, 1981b) proposed theoretical models for SLA divided in two types: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP.) According to Jim Cummins, if students have a strong knowledge of the L1; learning, acquiring, or transferring into L2 will be considerably simpler.

In addition to framing Cummins's theories of BICS and CALP as theoretical foundations, there are two methodologies which also inform this project. The first is Akinwamide's research (2012) in which he studied and compared two writing approaches: The Product approach and the Process approach. The studies were conducted in two different secondary schools in order to discover which approach was more effective in preparing English learners for university and college academic English writing. Between the methodologies studied, the findings for the Process approach were pedagogically rewarding and revealed a reliability in developing writing skills among English learners. Because of the Process approach on development for English learners, the ESL students were able to generate and compose ideas; thus, creating an ability to write with confidence inside or outside of school.

Moreover, this project is based on the Process Approach with the TBSIR (topic, bridge, support, interpretation, return) approach of Chason et al. (2017) in paragraph writing to support the ESL students in improving their critical thinking skills. This approach comes from the cognitivist work of Flower and Hayes (1981) who stated that if one centers the attention on grammar, spelling and [writing], then the broader process of what one wants to say is interrupted. The TBSIR approach consists of the topic sentence (T), major and minor support (S) and the return (concluding) sentence (R) while also adding the bridge sentence (B) and the interpretation Sentence (I) which advances critical thinking about the theme and enriches the supporting details when writing a paragraph (Chason et al., 2017).

In addition to the Process Approach and the TBSIR framework, this project is also based on Shirkhani and Fahim's (2011) research about enhancing critical thinking skills in language learners. In their research, they argued that language learners with critical thinking abilities are capable of using their thinking skills for lifelong learning, as well as for intellectual, physical, emotional, and spiritual equilibrium. Shirkhani and Fahim recommended that assessment should be done periodically, with specific focus on integrating language and thinking skills; in this way, ESL students will do their best to achieve the objective of the class (Shirkhani & Fahim, 2011). In the study, the authors presented five recommendations for enhancing critical thinking skills in ESL students through assessment practices:

1. The use of ongoing assessments instead of one-shot exams at the end of the semester.
2. The use of criterion-reference (CR) testing rather than norm-referenced (NR) testing, meaning that students will learn from each other in a friendly, non-competitive atmosphere where differences among learners are welcomed. Students will become more concerned about understanding the process rather than the outcomes derived from completion of the task.
3. The inclusion of activities that require the learners to think. Some of these activities include memorizing and substituting, as well as cooperating and asking questions of themselves and others.
4. The provision of frequent feedback, which gives learners the understanding that thinking is a fundamental part of their learning experience. The feedback can be formal or informal and should state how they carry on in their activities as well as how they can improve.

5. The co-development of criteria for assessment, meaning that the students are invited to develop criteria themselves by looking at models of similar performances. This will help students to see how the criteria relates to the goals of the activities (Shirkhani & Fahim, 2011).

In summary, the combination of the Process Approach with TBSIR and critical thinking skills incorporated in to ESL Reading and Writing classes will improve the critical thinking skills of ESL students, thus preparing them for transfer-level courses.

### **Significance of the Project**

This field project will directly address the problems identified above: the dissimilar expectations between ESL and English instructors, and the lack of preparation of ESL students in transfer-level English classes in regard to critical thinking skills. In doing so, this project will impact the ESL students by providing them with skills to advance in their academic pursuits. The implementation of the combination of approaches in critical thinking skills and making the ESL students a part of the class will enhance their comprehension and analytic skills, and they will also be able to express their thoughts in writing and evaluate their readings. In addition, it will help them gain a broad understanding of life skills such as problem-solving strategies. This class will prepare them with a strong foundation in writing, reading, and critical thinking so that they will be more prepared when taking transfer-level college classes. Furthermore, this project matters because ESL students need to be able to succeed in their academic career in the United States in order to be able to assert themselves in the society; for instance, to find employment, further their education, participate as a citizen, and for personal fulfillment.

At the same time, this class will allow the teacher to form a sense of community and collaboration between the ESL and English department which are too different from one another

and thus have different expectations (Atkinson & Ramanathan, 1995). I would like to incorporate part of the curriculum from the English department to start creating this course close the gap between the two departments and to bring more to the curriculum by implementing more skills and tactics to better prepared ESL students.

### **Definition of Terms**

**ESL Student:** a student that demonstrates the quality of not having English be their first language. The following are to be considered ESL students: non-native speaker students, English learners, international students, adult English learners, and immigrant students.

## CHAPTER II REVIEW OF THE LITERATURE

### **Introduction**

This chapter presents an overview of relevant and updated literature in the field of linguistics, especially English as a Second Language (ESL) and Teaching English to Speakers of Other Languages (TESOL). The chapter builds its background on introducing ESL and TESOL. ESL teaching is teaching English to people who have a spoken language other than English but are currently residing in a country where English is spoken or is the main language. Meanwhile, TESOL is teaching English to speakers of other languages which means teaching English to those people whose native language is not English and English is either a foreign or second language of theirs.

This chapter highlights the importance of critical thinking skills in ESL, or TESOL, particularly in the community colleges of the United States. Critical thinking skills are explored in terms of: 1) Expectations of ESL and English faculty, and 2) the preparedness of ESL students for transfer-level English courses. In order to understand the concepts and pedagogies of critical thinking in language learning, scholarly work defining the phenomenon of critical thinking and its importance for the learners is emphasized as the first section in this chapter. The development of critical thinking skills, especially for ESL learners, is highlighted, and the effect of critical thinking on communication skills is discussed for the ESL students. Some of the strategies to enhance the critical thinking through assessment are mentioned. Additionally, the instructions given by the ESL teachers to the learners are examined for their impact on the overall learning outcomes. In the process of language learning, student engagement is considered an important catalyst. Furthermore, the engagement of the students is essential in developing the critical thinking skills in language learners. Also highlighted in the chapter is the role of ESL

teachers that can help non-native learners in developing critical thinking skills and can also identify the challenging areas in provision of quality ESL education to learners. This chapter addresses the influence of culture on the development of critical thinking skills by the learners and identifies the research gaps towards which the current field project can contribute.

After a thorough exploration of critical thinking and language learning, a number of practices of community colleges in the discipline of TESOL are examined to better understand the workings of community colleges as well as any pertaining challenges for ESL teachers or ESL programs in community colleges. The research gaps in the field of challenges faced by the community colleges in ESL programs are also identified and, in particular, are focused on the impact of inter-departmental politics on the ESL programs and the overall learning outcomes in community colleges.

One of the methods for fostering critical thinking in ESL learners is through the application and practice of human rights education throughout the course. At present, there are no strict rules for the application of human rights education in community colleges. With the increase in span of differing cultures in the global society, human rights education is an important component of education which encourages and enhances the participation of the individuals in social activities. Human rights education can help in increasing the practice of critical concepts like justice, solidarity, human dignity, participation, equality, and tolerance. Giving students knowledge of these concepts will help them in getting a clear image about human rights and will enhance their critical thinking skills for intercultural and intracultural society.

## **Critical Thinking**

The internationalization of education has become a fact and a matter of concern for the whole world. Education without boundaries does not only provide people with more opportunities, but also helps in the blending of different cultures. Alongside the benefits associated with the internationalization of education, there are a few challenges for this system as well. One such difficulty faced by the English learners who have English as a medium of their instructions is a struggle to understand the complexities of the English language itself. This difficulty is not usually due to hindrances in spoken English, but instead is due to the fact that the students learning in the English language lack skills in thinking critically during assignments. This is because without critical thinking, students cannot involve themselves in analyzing the arguments; rather they will merely be involved in the memorization of the content.

Critical thinking can be defined as “a learning skill to ask the correct questions” (Snyder & Snyder 2008). Researchers (Shirkhani & Fahim, 2011) identified the concept of critical thinking and explained it the following way: critical thinking is the identification of core processes as well as the awareness of assumptions. They further explained that when people start to think critically, they start to ask questions. People also start to make assumptions about the matter under discussion and can then think correctly by making a judgment call on the question. Harvey (2018) explained critical thinking to be a streamlined, intellectual process of identifying, conceptualizing, analyzing, and evaluating relevant information, which is usually gathered by methods like observing the scenario, experiencing the facts, making reasons out of the questions, or through other communication channels. When discussing critical thinking, questions arise concerning its importance. Song (2016) emphasized that critical learning is not only important for learning, but it also extends to one’s life beyond the classroom. As such, critical thinking



should not only affect one's life in regard to their perspective on learning, but also affect the individual's life as a whole. Critical thinking can be increased in various ways.

### **Critical Thinking in ESL Classrooms.**

Emphasis has been given for promoting critical thinking in language classrooms due to results of certain research. The first, and most important, reason for this is that if a learner starts to control their thinking, he or she can monitor and evaluate his or her improvement in learning and as a result can then prioritize the activities necessary to perform better. Second, thinking critically expands the intellectual horizons for the learner. The learning experience of the learner changes, and with better understanding of the language, learners get more meaningful content and thus the whole learning process becomes more valuable for them. Third, the degree of success of a learner is directly related to the degree of critical thinking involved (Song, 2016). This reveals that the more a learner thinks critically, the greater the learner's success in education will be.

Critical thinking also directly impacts the writing skills and abilities, proficiency in language, and betterment in oral communication of the learner. The learners get more confidence and proficiency in learning if they become motivated and are given chances to demonstrate their critical thinking while using a foreign language. This ensures that the learners not only have the opportunity to produce their ideas, but also have the chance to support their ideas logically. Critical thinking and language development are like two parts of the same picture. Educators and researchers have put a great emphasize on the importance of imparting advance-level thinking skills in foreign language setups. This is due to the fact that learners who have developed critical thinking skills are seen to perform better than those who lack these skills. In a study by Shaheen

(2016), it is shown that language learners with critical thinking skills and abilities are able to perform better in thinking critically and creatively for the achievement of their goals. These learners can make better decisions and are better problem solvers because they are capable of using their skills for understanding language. These learners also use these skills in living a balanced, physical, spiritual, and emotional life.

### **Communication and Critical Thinking.**

Despite the facts and evidence provided by previous research, as well as studies by theorists and scholars, in a common school setting, language learning processes and thinking skill processes are treated independently. In research performed by Batardière (2015), it is argued that even in communicative language teaching, the core of which is using language as a means of communication, it does not benefit learners in any respect to be proficient in the target language. The research suggests that it is a must for the learners to be proficient in language as this will help them in thinking critically and creatively when using the target language. So, it is implied that even today, communicative learning does not help the learners in the development of critical thinking. It is important that the objective of a curriculum not be limited to the linguistic factor and that it should develop some critical thinking skills among the learners. Language teachers can also be referred to as the practitioners and can influence the type of learning done by the language learners. Therefore, the responsibility falls on the shoulders of language teachers in that they maximize the opportunities of critical learning abilities. Not only should the L1 teachers introduce their learners to different and versatile aspects of critical thinking, but also the L2 teachers. TESOL educators must be careful and cautious in adopting and implementing the pedagogies for the development of critical thinking skills of their learners. Some of these considerations are: a) the focus of critical thinking should be more on non-overt

social practices, b) the criticism of critical thinking due to its exclusive and reductive character c) the cultural problems for nonnative speakers, and d) the non-transferability of the critical thinking skills (Batardière, 2015).

### **Enhancement of Critical Thinking through Assessment.**

The types of assessments in foreign language classrooms greatly influence the learning of second language learners. Critical thinking can be enhanced through assessment procedures and the influence of testing on teaching learning practices can be referred as the “Washback Effect” (Lombard, 2009). The Washback Effect influences the participants involved in the teaching-learning scenario which includes teachers, students, administrators, curriculum, content writers, publishers, etc. Assessment practices highly influence the learning in foreign languages. The assessment practices can determine the objectives of language learning programs. Therefore, critical thinking can be enhanced in the language learner through the correct utilization of assessments. Critical thinking can be enhanced among language learners through assessment practices in following manner (Lombard, 2009):

- Use of ongoing assessments instead of a single end term assessment.
- Use of criterion referenced (CR) testing rather than norm referenced (NR). Criterion referenced testing represents the differences among the learners in a friendly and noncompetitive atmosphere and the learners become more concerned about their understandings rather than the end outcomes.
- Inclusion of critical thinking activities in assessments. The best activities for the development and promotion of critical thinking skills in language learners can be

categorized as those which need the learners to think and cooperate questions from themselves and from others as well.

- Provision of feedback to the learners which encourages the learners that thinking is an essential and integral part of their learning process.
- Feedback must be frequent and must highlight the constructive aspects of language learning.
- Co-development criteria for assessments. Teachers should invite the learners to develop the criteria for assessment for themselves by exploring and comparing the models of similar performances. In short, the critical thinking skills are needed to be enhanced especially among the language learners because the critical learning skills can help the learners in learning the second language effectively.

### **Instructions and ESL Students**

The development of critical thinking skills is important for teachers in every discipline, but it is the most important and essential part for the teachers of ESL. TESOL teachers should be devoted to teaching both the language and thinking skills in the language to the ESL learners (van Zyl, Bays & Gilchrist, 2013). There are a number of reasons for integrating critical thinking in to the ESL classrooms. Sometimes, ESL students are unfamiliar with critical thinking in L2 due to their diversified educational background; however, this skill is the most important one and is needed by the learners throughout the entirety of their academic career, as well as their professional life. The teaching of critical thinking is important for L2 learners both intellectually and critically. Critical thinking allows the students to use their minds and express their thoughts in the second language (van Zyl, Bays & Gilchrist, 2013). It has been witnessed that ESL

students are not able to fully express their thoughts in English in an excellent manner, but the opportunities must be provided to the students to challenge their intellect.

Many ESL students belong to educational systems where critical thinking is not encouraged and instead memorization, or rote learning methods, are widely used. Many researchers and linguistics have argued that learning through critical thinking is an improved and long-lasting experience for the learner. The development of critical thinking skills is considered as the most influential area for the TESOL teachers and ESL learners. One of the important advantages of critical thinking for language teachers is the understanding of the subtleties of words, implied meanings, and the diversified unfamiliar ways in which a similar word or expression can be used in different cultures or scenarios (Facione & Facione, 2013). Language teachers strive to help their students in becoming better thinkers by teaching those principles and strategies which the students can use to solve problems and deepen their understanding of the language. For example, the concept of metaphor can be confusing to students. A teacher can explain the meaning of metaphor as well as give examples and show the usage of the concept in different fields of study. By providing them with these principles and strategies, the students can then develop their own strategies and thought processes that they can then utilize to solve problems that may arise as many of these can be used in understanding difficult words, unfamiliar word orders, and poorly augmented thoughts in other situations. For the ESL students, it is important that they use the effective strategies and tools provided by critical thinking to learn the English language. If students are struggling in translating their thoughts from their own language into the English language, then students will waste more of their time and energy on an exercise. Additionally, such translational practices will also affect the vocabulary, order, and appropriateness of words used in their expressions. TESOL teachers are required to prepare their students for a successful

university experience and make their learners proficient in the English language (Facione & Facione, 2013). There is a close relationship between the targeted use of language learning strategies and critical thinking skills.

One of the important characteristics of a diligent language learner is their ability to think in their second language without needing to translate texts into their native language. Diligent language learners also try to understand the logic and strategies that the native speakers are using in their communication. Critical thinking plays an important role in education and it identifies the role of teachers in the society (Rezaei, Derakhshan & Bagherkazemi, 2011). If education is focused on developing reasoning skills so that the educated people can cope with the difficulties of life and make conscientious decisions for themselves and for society, then the critical thinking skills are the central concern of the education system because reasoning is impossible without critical thinking. ESL teachers are required to concentrate their efforts on developing the skills and attitudes within their learners which are essential for self-directed inquiry behaviors. If a teacher has a misconception about what it means to be a better human being, then he or she is in no position to guide a student in their journey to become an effective member of a society. The ability of a person to reason and think critically is that distinctive feature which makes them human, and continuous development and enhancement of critical thinking skills lead toward the perfection of a person (Harvey, 2018).

### **Students Engagement in Development of Critical Thinking Skills.**

The majority of the educational research in the field of critical thinking stresses the importance of the development of questioning skills in students because deep questions force the students to look beyond and beneath the visual surface of realities and, in this way, students gain

the experience of dealing with complexities (Harvey, 2018). One of the most distinguished features of critical thinking in linguistics is the ability for a learner to understand and raise questions in the second language as well as also investigate the answers for questions on the basis of evidence. Most educational researchers also stressed the importance of instructions in academic courses which should implement strategies for the engagement of students in learning activities, developing the approach of questioning, and enabling the students in going beyond memorization in order to construct their own understanding and explore answers. Second language students must be allowed to ask questions, take risks, and learn through the processes in the second language (Rezaei, Derakhshan & Bagherkazemi, 2011). Such learning will make them an effective communicator and will help in developing a large vocabulary of words based on their analytical and critical skills. The engagement of students is the most important component in the context of English language learning. The engagement of students can be defined as the extent of focus to which learners are engaged in a learning activity. Additionally, student engagement and critical thinking is the quality of efforts which the students are making for educational outcomes and linguistic learning. It has been observed that learners produce cognitive, as well as social complexity, while interacting with one another which is an intellectual activity and can enhance learning compared to solitary study.

### **Human Rights as a Vehicle for the Development of Critical Thinking Skills in ESL**

The process of knowledge and understanding of the human rights is an evolutionary process. The United Nations has defined human rights as

“... training, dissemination, and information efforts aimed at building of a universal culture of human rights through imparting of knowledge and skills and

the molding of attitudes which are directed to a) the strengthening of respect for human rights and fundamental freedoms, b) the full development of the human personality and the sense of its dignity, c) the promotion of understanding, respect, gender equality, and friendship among nations, indigenous peoples and racial, national, ethnic, religious, and linguistics groups and d) the enabling of all persons to participate efficiently in a free society.” (Osanloo, 2009)

Human rights education can be the first step towards self-awareness. This step can then be a smooth passage towards global awareness. It is a phenomenon where individuals form their identities based upon immediate sociopolitical and environmental factors. As the personality starts to take shape, the individuals then try to merge in through outward connections with others on a large scale. The individual then starts making associations, loyalties, and attachments with other people who are close to them (Osanloo, 2009). After making associations and attachments at this scale, the individuals then start to make connections at a larger scale. Human rights education solidifies these types of intellectual instructions.

Human rights education as an intercultural aspect can be divided into different components (Hill, 2012). The very first component of this is that school can be a site of change (Hill, 2012). Schools are the basic ground to make any change. Schools can change outcomes at the social level as they are the base builders for any individual and society at large. As the schools, and especially schools with ESL learning, are made up of individuals with different cultural backgrounds, the school can play a major part in making individuals better citizens and thus can result in a transformation for the whole society.



The second component is the “individual capability for the society” (Hill, 2012, p. 245-261). This means that the individual can be a citizen who is responsible, participatory, and justice oriented for society. The phenomenon of collective change can be generated if all the individuals play their part in a positive manner. For this reason, it is a must that individuals should have complete knowledge of their rights and responsibilities.

The third and the last component is the concept of “participatory citizenship” (Hill, 2012, pp. 245-261). This concept requires that the individuals should be educated and be active participants in the society. According to Gary Anderson’s article (1998, pp. 274-276), “authentic participation” helps in building an individual to become someone that can voice their concerns and legitimize their positions through their participation. This means that they are active and can speak on their own behalf.

The whole concept of human rights in ESL learning is dependent upon the concept of international mindedness. International mindedness means that the people with different backgrounds can be a part of a similar society and can play their part as an individual, as well as with a group. International mindedness includes a major element that states that there should be access for the speakers of languages other than English. This element is dependent on the concept that the vast majority of international schools teach in English. In the case of international mindedness, the institutions focus on providing education in learning mediums other than English (Cause, 2009). This step would increase the international mindedness and better human rights acceptance among the individuals and in the society as a whole.

In the case of human rights education and international mindedness, especially in the ESL learning, a comprehensive, sustainable and efficient strategy should be adopted. This strategy may include various courses of action; some examples of such courses of action being that human rights education should be made a part of the policies regulating the education in schools, the present curriculums and syllabi should be revised, the present teachers should be trained on human rights and human rights education, the development of educational support material which fulfills the demands of all of the ESL students, and the establishment of support networks from the teachers, among other professionals, who are linked to human rights and human rights education (Cause, 2009).

### **Critical Thinking and Cultural Influence**

Although there is an apparent consensus on the importance of critical thinking, there is also an ambiguity in the context of cultural influence on critical thinking and the instructions in teaching (Lun, Fischer & Ward, 2010). For instance, some consider Asian ESL students to have low-level critical thinking skills compared to western students, and there is also some debate over what kinds of critical thinking instructions should be applied to students of diversified cultural backgrounds. Numerous research has pointed out that academic staff in western countries that teach international students show signs of dissatisfaction in the context of poor critical thinking and analytical skills by the nonnative students. Some of the educators are of the view that nonnative, or language minority students, have a difficulty in expressing their critical thinking skills openly in appropriate words or manners (Lun, Fischer & Ward, 2010). Professionals of ESL have provided claims that Asian students predominantly lack the ability to think critically. Critical thinking is a set of behaviors which include overt questioning and the debating of ideas, in this case in a classroom setting. A true critical thinker is always willing, persistent, open-

mindful, flexible, and confident in using certain cognitive skills in a time of need. In the scholarly literature, the role of culture, in respect to critical thinking, is limited.

### **Practices of Community Colleges in TESOL.**

It is believed that community colleges are the most critical and versatile resources that the nonnative students in USA higher education can access, but evidence from some states, with the most diversified ethnic populations, indicate that to this day community colleges are far behind their potential targets (Song, 2016). Within the community colleges, there are a large number of students from one or more particular ethnic groups that have immigrated to the USA and have done some of their schooling in the USA. But in terms of language, they are still considered to be inadequately skilled and educated for the mainstream academic system by the faculty in community colleges, staff members, as well as the scores of assessment examinations. Almost two-thirds of the Latin American students enrolled for higher education, as well as half of the Asian learners in USA, are enrolled in community colleges. Community colleges are believed to have a potential role in reducing the disparities related to the racial or ethnic differences in education. Such potential roles of community colleges can be attributed to the open access policies of the community colleges (Song, 2016). The exact number of nonnative language learners in community colleges is still unknown, but research has provided evidence that claims that immigrant students prefer community colleges much more compared to the native students of the USA. The language minority students educated in the USA are referred to as “Generation 1.5” because of the fact that they are neither native US born, nor second generation immigrants or international students. In community colleges, most of the faculty members, counselors, and staff members are often unaware of the languages and educational background of such language minority students. Such students face high skill language tests, placement policies, and

instructional options which are not consistent with their educational background and language. Therefore, students go for, or are assigned, ESL courses or remedial English courses for their academic excellence. But it is believed that neither ESL nor remedial English courses are conceptualized to provide the assistance necessary to help students in developing their academic language, literacy, critical thinking, and in-depth understanding of the English language for community college degrees and certificates. Studies have identified a lack of resources and perspectives in the community colleges for the language minority students to best meet the requirements set for students (Shirkhani & Fahim, 2011). There is a need of a resource-oriented perspective in community colleges so that the programs, policies, and coursework can be redesigned. Areas in which efforts are required to be made by community college practices for enhanced language learning are a) the support of academic transitions into community colleges, b) the integration of language and academic content, c) the provision of accelerated access to college level and mainstream academic curriculums, and d) the promotion of informed decision making by students.

### **ESL in Community Colleges.**

The ESL students in the community colleges have diversified profiles and are comprised of immigrants, refugees, as well as international students. There are several challenges which are faced by ESL students in community colleges in the context of academic, professional, and personal needs (Rezaei, Derakhshan & Bagherkazemi, 2011). Also, success in ESL programs, alignment of curriculum goals across the departments, and the use of technology in ESL instructions are influential in measuring the overall learning success of students. In community colleges, TESOL instructors are often facing challenges and obstacles in context of teaching loads, limited resources, and the institutional environment in the climate. Resources can be

categorized in terms of time, funds, accessibility to library material, research, and technological support. A number of forces try to work against the innovative thinking of TESOL teachers in community colleges and such forces include, financial decisions, government regulations, political battles, and, unfortunately, biased and discriminatory behaviors. It has been observed that there is a huge research gap in the field of comparisons between ESL and English departments at community colleges in the USA. It is important to have a knowledge base about ESL programs in community colleges and the effect of interdepartmental politics on the learning outcomes of ESL students. Statistical evidence has demonstrated that a large number of immigrants, refugees, and international students get their education in community colleges and this population is becoming more diversified with the passage of each day (van Zyl, Bays & Gilchrist, 2013). The open access policies of several community colleges encourage the participation of learners of versatile linguistic, ethnic, and cultural backgrounds.

Community college ESL is involved in diversified instructional contexts which includes credit vs non-credit bearing courses, nonacademic, pre-academic, vocational, and academic education. The instructional context depends upon the aims and objectives of the institutions, as well as those of the ESL program (Song, 2016). Such diversity is a strength, as well as a challenge, in the provision of instructional services to English language learners. In today's scenario, strong English communication skills, as well as post-secondary training education, is considered crucial for the economy and labor trends of the USA. If the language minority adults do not possess such skills, then they would not be able to participate effectively in society. Thus, it is important to give the opportunities of well-paying jobs, economic advancements, and lifelong learning opportunities to every individual. There are a number of social and political factors which restrict ESL students from having access to higher education. There is a lack of

research in the context of community college ESL for higher education opportunities such as intensive English programs, four-year colleges, and universities (Song, 2016).

### **Summary**

The review of the related literature identified that critical thinking is the most important aspect for ESL teaching learning practices. Teachers of TESOL are required to develop, polish, and enhance the critical learning skills of non-English speaking learners. The development of critical thinking skills can have an overall impact on the learning capabilities of students, especially in the field of linguistics. Although comparative literature is available in the context of critical thinking skills for different cultural or ethnic groups, research has been done to investigate the influence of culture on the development of critical thinking skills in students; however, there is a research gap in the context of TESOL. There is also a limited amount of research and scholarly work done on the phenomenon of critical thinking and TESOL. The concept of human rights in critical thinking, especially in ESL, is of major importance. This is due to the fact that in ESL learning, individuals from diverse backgrounds are made a part of a different society and the intra-cultural society depends on the rights of every individual as a citizen.

Furthermore, the community colleges in the USA are catering to a diversified population in fulfilling their academic needs. The number of enrollment in community colleges is increasing every year because of the quality services provided as well as the open access policies implemented by the community colleges. Community colleges in the USA are offering ESL programs and mainstream English courses to native and nonnative learners. There are several challenges faced by the community colleges which involve limited resources, conservative mindsets, and, most importantly, bias and discrimination towards ESL programs and their

learners. There is a need to align the ESL programs with the needs of second language learners through the improvement of instruction and teaching strategies. A very limited amount of research and work is available in the field of ESL program improvements as well as challenges faced in community colleges.

Most importantly, there is no authentic research literature available which highlights the influence of politics among the ESL teachers and English faculty within the community colleges. Such situations can influence the quality of education and achievements by the learners in an adverse manner. The current field project will support the development of critical thinking skills and address the challenges community colleges face in regard to teaching ESL.

### CHAPTER III THE PROJECT AND ITS DEVELOPMENT

#### **Description of the Project**

The project proposes a handbook for English as a Second Language (ESL) faculty to support ESL students to improve their critical thinking skills in ESL Advanced Reading and Writing classes for the purpose of preparing the students for transfer-level classes. This handbook is centered on a unit that consists of six lesson plans explored through the lens of human rights. As stated before, one method for stimulating critical thinking in ESL learners is through the application and practice of human rights education during the course. This unit plan is designed to ensure a successful transition for ESL learners from ESL to transfer-level classes in community college. In the sample unit, reading and writing lessons are taught through lens of the human rights to enhance critical thinking skills; also, it utilizes the Process Approach for writing as well as the TBSIR (topic, bridge, support, interpretation, return) approach for

paragraphs writing. These approaches were integrated to strengthen the critical thinking skills and augment supporting ideas when writing.

First, the six lessons are based on a 50 to 60 minute class. The lessons in the unit provide background information, the place of teaching, the nationalities of the learners, and the objectives of the particular lesson. Also provided are procedures for teaching the lesson. The following are the procedures found in the lessons: warm up, activating schemata, presentation activities, communicative activities, questions, and homework. As mentioned previously, this unit consists of six lessons that introduce human rights in to the Advanced ESL Reading and Writing course. However, each lesson contains different objectives.

The objectives of each lesson are composed around the particular lesson of the day. In Lesson the first lesson, the objectives are to introduce the concept of human rights to the students, to activate prior knowledge of students through the asking of open-ended questions, and to provide the students new vocabulary relating to the introduction of human rights and the reading activity.

The objectives for the second lesson are adapted from a nonprofit organization called Facing History and Ourselves (FHO). The objectives are as follows: to engage students in the examination of racism and prejudice in order to make a connection between history and moral choices, to offer students a framework for analyzing meaning and responsibility of citizenships, and also to provide students tools to recognized bigotry and indifference in their own worlds.

The objectives for the third lesson are to develop a sense of empathy in students for those who are different from themselves, to allow students to discuss feelings about watching a documentary that is challenging graphically violent, as well as to provide students with vocabulary for discussion around the topic.



The fourth lesson's objectives are to provide definitions, statistics, and other general background information from recent research on the causes of bullying and its effects, to model and provide a safe learning environment in which to discuss responses when hard to understand differences are encountered, and to examine how bullying in school reflects larger societal conflicts and attitudes.

For the fifth lesson, the main objectives are to encourage students to make more explicit connections with those victimized by bullying, examine the ways in which someone can intervene when he or she witnesses bullying, and to introduce the human rights approach which states that taking action to oppose bullying is part of the solution. The objectives for the last lesson in the unit are to provide students the opportunity to share their reflections on the material after viewing the documentary and reading the oral history, and also to introduce the human rights approach which many incidents, while differing in detail, share common themes with.

Furthermore, the unit includes materials such as PowerPoint presentation for visual aids, a KWL chart for the second and third lessons, two different charts for the identity activities, and a template for the journal, or free writing, activities. Finally, the unit also contains assignments for students to complete outside of class which include an oral history research project based on the books published by Voice of Witness and the writing of journal entries.

### **Development of the Project**

This project started a year and a half ago with the idea of creating an English transferable course specifically for ESL students. The idea of creating this class was to simplify the content of the English 1A (transfer-level English course) for ESL students not to feel lost because of all the expectations that English classes have for students. The fundamental idea was to fulfill the same state requirements for a transfer-level class in a cohort with the ESL 52 (Advance ESL Reading and Writings) students; through this, students will have more time to develop their reading, composition, research, and critical thinking skills to be better prepared when taking transfer-level classes across their community college career, as well as be prepared for university.

In 2016, I took a human rights education class. I realized that if I could adapt or modify the ESL Advanced Reading and Writing class by infusing it with a human rights component, I could help ESL students enrich their education by improving their critical thinking skills to better prepare them for transferable courses in community college. Before having the idea of developing an ESL class based on human rights, I just wanted to help the students at College of Alameda (COA) to have a smoother transition from ESL to the transfer-level English courses.

In 2002, when I started working as a writing tutor at the Learning Resource Center at College of Alameda (COA), I saw many ESL learners struggle in their English courses. Many of those students received high grades in their ESL Advanced Reading and Writing courses, but once they began to turn in their assignments for English 1A, their grades started to drop. As an ESL tutor and instructional assistant, I observed that most of the students needed further explanation, or a simplification, of class assignments. For example, a number of students had to write a five-page research paper where they had to watch a movie, *The Matrix*, and juxtapose it with a chosen theory, typically different theories of evolution such the Mayan's or Darwin's,

that the instructor assigned them to read. The assignment was to juxtapose and analyze the methods in which the movie was portraying any of these theories and argue for or against them. While working with the students on this assignment; I noticed that ESL students were lost because they were expected to make inferences and prove their argument, but the sophisticated vocabulary and American-centric cultural references made them feel lost. They needed to grasp a lot of information to finish their essay, which was only made exceptionally harder in that they had to finish it in one week. I worked with them by asking them questions, helped them to brainstorm, assisted them with their first draft, proofread for them, and sometimes guided them on how to edit their own work. In their previous classes, ESL students would complete each of the aforementioned processes individually as a part of a larger portfolio project. Now, having no strong transition to this new English course, they had to omit the time required for them to connect the ideas in their brain, usually weeks of time, to write their assignment within a single week. Through this, I observed that the guidelines for writing essays, all of the individual processes that were taught to them, were now expected to be incorporated in to each individual assignment. In addition, the amount writing increased significantly; for instance, in the ESL Advance Reading and Writing course, the expectation is for a student to write approximately 750 words in length for each assignment. This is vastly lower than that of transfer-level English courses.

This led me to review the course outlines for both English 1A and ESL 52A/B at College of Alameda. English 1A is the transfer-level course in the English Department, and ESL 52A/B is the Advanced Reading and Writing class in the ESL Department, one level below 1A. The total assignments of the semester in ESL 52A/B were six, adding up to a total of 18 pages (4500

words) and that was including their research paper that was always 5 pages (>1500 words) long. This is in contrast to the transferable English class (English 1A) where the least number of words expected were a total of 8000 words and a research paper that was 8 to 10 pages (<15000). Furthermore, it was safe for me to assume that there are clear differences between the ESL Advanced Reading and Writing course and the Composition and Reading transfer-level lecture content (English 1A). The percentage of time spent on the reading process in ESL is around 30%, compared to only around 10% in English 1A. By the time students are in English 1A, instructors do not spend as much time or place enough emphasis on reading and responding critically because they expect students to already have these skills.

ESL 52A/B: Advance Reading and Writing	No.	No.	ENG 1A: Composition and Reading
Reading Processes	30%	10%	Reading and Responding Critically
Writing Processes	30%	40%	Essay Composition
Information Literacy	10%	10%	Essentials of Library research
Sentence Structure/Grammatical Competence	20%	10%	Mechanics, Punctuation, and Sentence Structure
American Culture, US Classroom & College Culture	10%	10%	Essentials of Argumentation
		10%	Reading and Responding Effectively

Table 1 (Course outline: Peralta Community College District, p.3)

These discrepancies between classes made me realize that ESL students were in need of a special course that could prepare them for the higher-level classes that have highly rigorous expectations. I started to work with the coordinator of the Learning Resource Center to create a workshop that would help the ESL students by offering them more skills to succeed. We also trained our tutors to understand that many students needed more cultural explanations and clarification of assignments and readings. All tutors were trained every semester in the Socratic Method and in inductive teaching to help them with their critical thinking, reading, and writing skills to be better equipped to help the students.

After all these years, I was finally able to research and develop the idea of creating this handbook for ESL teachers to better support their students and minimize the gap between advanced ESL and transfer-level English classes.

### **The Project**

The project in its entirety can be found in the appendix.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### **Conclusions**

Learning a language requires the learning of its three components: reading, writing, and speaking. Scarcella (2002) states, to succeed, students must be fluent in academic reading and writing. As such, many students desire to reach a certain level of English proficiency in reading and writing in order to achieve academic excellence and meet their goals. Of these students, many are minorities and immigrants in the United States who learn English as a second language. These minorities and immigrants are considered to be ESL students. The ESL students in the United States avail the resources of community college to achieve their goal of academic qualification. However, many community colleges struggle to prepare their students for mainstream four-year institutions. Aside from just reading, writing, and speaking, learning a second language requires the development of critical thinking skills. Critical thinking skills are an essential component in second language acquisition and is required for an ESL student to become fluent and excel in English. English professors have observed that ESL students they find in their transfer-level courses often lack the basics of writing and critical thinking. This discrepancy, regarding critical thinking skills, is a one of the major hindrances for ESL students in higher education coursework. This is demonstrated by Atkinson and Ramanathan (1995) where they state that critical thinking skills must be mastered in order to fulfill the expectations of ESL and English faculty. As such, there are two significant problems related to the ESL students at the community college level: a) there are different expectations for students between ESL and English instructors and b) there is a lack of preparation in critical thinking for ESL students which affects their performance in transfer-level English courses. A disconnection exists

between the thinking of faculty and their teaching methods, especially in regard to students' writing and critical thinking skills, because of the different expectations that ESL and English instructors have for their students. Atkinson and Ramanathan (1995) demonstrate the difference in opinion of the ESL and English faculty about the readiness of ESL students in their writing and critical thinking skills. To this effect, there are also differences in the instructional objectives for ESL students' writing in composition course. The English department maintains higher standards in composition and reading compared to those of the ESL department. The number of words students are expected to write in an English transfer-level course is 8000 or more total words. In contrast, the number of words that is expected of a student in a similar level ESL course is 1500 at the most. Unlike the transfer-level English courses, the ESL courses focus more on the Process Approach to teaching: a process that follows different stages which include pre-writing, composing/writing, and rewriting stages (Akinwamide, 2002). This approach is meant to support the development of essential writing skills and habits. Nonetheless, the ESL and English faculty both emphasize the development of critical thinking skills in ESL students in their learning of English.

ESL students tend to lack critical thinking skills because this skill is associated with cultural social practices rather than instructional pedagogy. In addition, few ESL students are alike. Many of them have diverse backgrounds in regard to education, social status, and ethnicity. These factors have an impact on the learning capabilities of ESL students. As such, there is a need for ESL and English faculty to have an agreement on the shared pedagogies for the development of writing, reading, and critical thinking skills of ESL students in community colleges. This is necessary to ensure that the ESL students succeed in the mainstream academic system of the United States (USA).

In order to address these issues, a field project was developed to provide a handbook for English as a Second Language (ESL) faculty to better support the ESL students by making improvements to the way in which certain ESL classes are taught. These classes emphasize critical thinking skills in order to prepare the students for transfer-level classes in community college. This handbook can be implemented in to ESL Advance Reading and Writing classes to improve the overall English proficiency of ESL students. The project was based on the theories and methodologies of the Process Approach, TBSIR (Topic, Bridge, Support, Interpretation, and Return), as well as the enhancement of critical thinking skills. The field project is significant in identifying the solutions for the above-mentioned problems; namely, the difference in expectations between the English and ESL instructors, and the lack of preparation of ESL students for the transfer-level English courses. The project has the potential to impact ESL students by the provision of essential skills through the implementation of combined approaches to support the development of critical thinking skills, and enhancements to comprehension and analytical skills. The improved critical and analytical thinking skills are helpful in expressing the thoughts of a student in composition as well as evaluating the readings in the student's perspective and school of thought. These skills are helpful in devising problem-solving strategies that can be utilized by the ESL students in the long-term for various life experiences. ESL students in community colleges need a mutually accepted consolidated book, or course, to enable them for competing in the higher education and academic system in the US to ensure that these students can become essential and effective participants in the American society.

This project and its handbook has incorporated certain aspects from the English department curriculum to better bridge the gap between ESL and English departments and faculty. The handbook demonstrated one unit that can be incorporated into a class that is



comprised of six lessons which stimulates critical thinking skills in ESL learners through the application of human rights education. The sample unit is taught through the lens of human rights education and is designed to enhance critical thinking skills by encouraging authentic citizenship participation meaning that ESL students are encouraged to be active participants of the US, something that is simulated throughout the unit. Their participation will assist them in building their own voice and concerns which are invaluable in both society and academia. The project adopts the Process Approach alongside the TBSIR approach to teach the students improved methods of paragraph development and composition which are essential for a student to become proficient academic writers. The handbook provides six lessons of the sample unit and are each accompanied by the procedures of teaching that are needed to properly teach them such as warm ups, the activating of schemata, the presentation of activities, as well as communicative activities, questions, and homework for the class.

Each lesson has a specific objective; for example, lesson one is focused on introducing the concepts of human rights to the ESL learners. In lesson two, the objectives are to engage students in the examination of racism and prejudice to make them better understand the connection between history and moral choices. The third lesson's objectives are to develop a sense of empathy in the students towards people, or students, who are different than them. The objective for lesson four is to provide definitions, facts, figures, and general information from recent research on the causes and effects of bullying. In lesson five, the objectives are to encourage students to make explicit connections with victims of bullying while in the sixth lesson, the objective is to provide an opportunity to the students to share their thoughts on the provided documentary that they are meant to watch that lesson as well as an oral history they are meant to read. The unit is supported by different audio-visuals (AV) aids such as PowerPoint

presentations (PPT), KWL charts, templates, and activities. At the end, students are given an oral history research project based on the books published by Voice of Witness in which they must write a series of reflections to catalogue their thoughts in their journal.

While the idea for this project started in the College of Alameda (COA), it can be implemented in to any community college where ESL students may take English transfer-level courses, such as English 1A, and the ESL Advanced Reading and Writing course, known as ESL 51A/B. English 1A is a transfer level course whereas ESL 52A/B is an Advanced Reading and Writing course in the ESL department. ESL 52A/B is one academic level below that of English 1A. There are differences witnessed in these courses regarding writing skills, quantity of research work, the number of assignments provided, as well as the threshold level for assignments. The instructors of English 1A tend to spend less time on the reading and writing processes than ESL instructors because instructors in the English department expect their students to have already mastered reading, comprehension and writing skills through their academic experiences. This is not a luxury that many ESL students have been afforded. As such, these differences create a gap between the two courses. This gap between English and ESL courses will be reduced through the special course that has been developed in this project. The project was inspired by the Learning Resource Center (LRC) of the College of Alameda as the tutors were trained to understand the needs of the ESL students in the college to ensure that the students excel in their reading and writing skills along with their critical thinking skills.

### **Recommendations**

The basic idea behind the project is to understand the needs of ESL students and provide them with support in accordance to their requirements which are influenced by their versatile cultural backgrounds, ethnicities, social statuses, traditional challenges, and language barriers. This project is infused with both the ESL and English department courses as this is expected to be beneficial to the students. The practical implacability of this project is significantly beneficial for ESL students, as well as for the instructors, to better provide the ESL students an equal opportunities of learning that are essential in the competitive academic environment of higher education in the USA. The following are some of the practical recommendations for the use or implementation of the project.

#### **Recommendations for Teachers:**

The ESL learners must be provided explicit and intensive instructions regarding the phonological awareness and understanding of phonics during their early stages of academics and learning to ensure that the ESL learners can build essential decoding skills while reading. In addition, ESL learners must be encouraged and be provided with vast varieties of opportunities to develop a sufficiently sophisticated vocabulary to best and accurately express their thoughts either through written or oral communication.

Moreover, ESL professors should place greater emphasis in teaching academic strategies for critical thinking and analytical skills to the students. This requires the teaching of a large range of vocabulary so that concepts, ideas, and thoughts can be conveyed in appropriate and accurate means; additionally, this allows ESL learners to understand the depths of a written transcript while reading. To develop the necessary critical thinking skills in ESL learners, there is

a need to equip the learners with the essential strategies which can help them comprehend and analyze the challenging narratives and expository texts which they are likely to encounter in their classes. One such strategy could be the utilization of Bloom's Taxonomy for reading and comprehension exercises. Teachers should provide an environment where ESL learners must have the opportunities to engage in structured academic discussions and conversations to enhance the student's level of fluency, curiosity, thought processing, and to instill motivation.

There is also a need to train the ESL faculty to implement the Socratic Method, as well as inductive teaching practices, to better help the learners with their critical thinking, reading, and writing skills to minimize, or potentially eliminate, the gap between the advanced ESL courses and the transfer-level English courses. The Socratic Method is a form of cooperative and argumentative dialogue between individuals based on the asking and answering of questions to help stimulate critical thinking as well as draw out ideas and underlying presumptions According to Bryan Magee (2001), in the area of pedagogy, the Socratic Method requires the teacher to empathize with the student by understanding the problems faced by the student during the learning process. From there, the teacher is meant to gradually guide the student to a proper understanding of the subject of discussion. The following are some examples of these questions:

#### Questions concerning Clarification

- Why do you say that?
- How does this relate to our discussion?

#### Questions concerning Viewpoints and Perspectives

- What would be an alternative?
- What is another way to look at it?
- Would you explain why it is necessary or beneficial, and who it would benefit?

- Is this best?
- What are the strengths and weaknesses of...?
- How are...and... similar?
- What is a counterargument for...?

Also, ESL teachers should be utilizing Bloom's Taxonomy Levels for Cognitive Developing: a staple in ESL teaching techniques. English teachers should also become familiarized with this technique to better support the ESL Students in their classes. Bloom's Taxonomy Levels for Cognitive Developing is divided into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The following are questions and directives for each level that a teacher can inquire a student about:

#### Knowledge

- Name all the characters in the story
- Write six facts about the story
- When does the story take place?
- Where does the story take place?
- Which character appears first?
- How does the story end?

#### Comprehension

- What, in your own words, the story is about?
- How did the main character feel at the beginning of the story?
- How did the main character feel at the end of the story?
- Think of a main event in the story. Why did it happen?

- Explain why the story has the title it has.
- Draw a picture of a main event in the story.

### Application

- Think of a situation that occurred to a person in the story and decide whether you would have done the same thing as he did or something different. Write about what you might have done?
- Give examples of people who have had the same problem, or have done something similar, as the character in the story.
- What could you do if you could go to the place where the main character lives?
- What would the main character do if he came to your house?
- If you met the main character on the street, what would you tell him/talk about?
- If you had to cook a meal for the main character in the story, what kind of meal would you cook?

### Analysis

- What part of the story was the funniest? The most exciting? The saddest?
- Describe events or situations that occurred in the story that could not have happened in real life.
- Organize the story into parts and think of a good title for each part.
- List at least five compound words from the story.
- What could you do in your life that is similar to what the person in the story did?

### Synthesis

- Rewrite the story from the point of view of an animal.

- Make a poster, a puppet, painting, etc. of the main character/one of the characters in the story.
- Write a poem about the story.
- Write another ending to the story that is different from the one the author wrote.
- Use your imagination to draw a picture about the story. Incorporate something new that was not in the story.
- Pretend that you are the main character of the story. Write a daily journal of your activities.

#### Evaluation

- Was the main character in the story good or bad? Why?
- Compare two characters in the story. Which one can be described as better? Why?
- Which character in the story would you most like to spend a day with? Why?
- Could this story really have happened? Why or why not?
- If you had the opportunity to go the place where this story took place, would you go? Why or why not?

A final recommendation: ESL and English faculty and departments would gain invaluable insights by working together, or creating workshops, where they both train each other in the different aspects, habits, and expectations of each respective department to close the academic gap for ESL students to ensure they succeed in not only transfer-level classes, but their entire academic career.

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## APPENDIX

ESL Advanced Reading and Writing

Pedagogical Tool

*ESL Reading and Writing*

# Pedagogical Tool for ESL Teachers



## Introduction

This project proposes a handbook for ESL professors to support English language learners to improve their critical thinking skills in ESL Advanced Reading and Writing classes and prepare them for transfer-level classes in community college. The pedagogical tool will follow the general expectations of the ESL department for students as well as the outcomes of the program at a community college. The purpose and goal of the ESL program is to provide quality instruction in reading, writing, speaking, and critical thinking. This program intends to develop competency in the students' understanding and use of the English language so that they may successfully enter and complete either vocational or college-level classes and fully participate in the communities in which they live. In addition to the ESL philosophy, this pedagogical tool will include a human rights approach to the ESL Advanced Reading and Writing class.

## Intended Audience

The materials were designed to be used by community college ESL instructors or any instructor that teaches an advanced level ESL Reading and Writing course and would like to implement a human rights pedagogy. Instructors should be familiar with teaching critical thinking, reading and writing skills, and promoting and understanding human rights. The ESL students will range from the ages of 20 to 60 years and there will usually be at least 10 different nationalities in the classroom. The number of students in the classroom is between 20 to 45. In addition, the ESL Program Learning Outcomes expected for community college might be:

- Develop an understanding of American culture, society, and history.
- Demonstrate progressive proficiency of the English language in different situations.

- Demonstrate progressive competence in critical thinking, reading, and writing abilities in English in all areas of life.

## Unit Overview

In the course of one week, students will explore the issue of bullying at school. The objective of this activity is to make students aware of bullying at school and to introduce the concept of empathy as a means of understanding and valuing the differences between individuals. The activities will use the documentary *Bully* and oral narratives to discuss, analyze, and write in a journal. At the end of the project, the students will write a paragraph either giving their opinion about the documentary or answering questions about an oral narrative presented in class. In addition, they will also have to choose a human rights article from the Universal Declaration of Human Rights (UDHR) which will serve as the foundation of the research project that the students will develop throughout the semester where they will be applying the Process Approach and TBSIR (topic, bridge, support, interpretation, return).

## Timeline

For the purposes of this project, only one unit will be described. The unit will run for six days. Each lesson is planned for a 50-to-60-minute class.

## Objectives

Through the selected assignments, or in-class-activities, students will be prompted to reflect upon their personal experiences and thoughts. The facilitation of activities and discussion aims to provoke critical thinking skills regarding the human rights issue of bullying at school, referencing Article 26 in UDHR and Article 29 in the Convention of Rights of the Child. The main objective of



this project is to educate students in the awareness and understanding of UDHR as a lifelong skill necessary to a literate citizen, to practice their reading and critical thinking skills as well as their writing skills, and to create empowerment and transformation for themselves and for others.

## Materials:

- *Bully* documentary 2011
- Adaptation of Lessons: Facing History and Ourselves. <https://www.facinghistory.org/using-bully-classroom>
- Oral History: Angela Gomez narrative
- Oral histories chosen from the books published by Voice of Witness:
  - Gorla, C. (Eds.) (2014). *Invisible hands: Voices from the global economy*. San Francisco: McSweeney's & Voice of Witness.
  - Malek, C., & Hoke, M. (Eds.) (2014). *Palestine speaks: Narratives of lives under occupation*. San Francisco: McSweeney's & Voice of Witness.
  - Waldman, A., & Levi, R. (Eds.) (2011). *Inside this place, not of it: Narratives from women's prisons*. San Francisco: McSweeney's & Voice of Witness.
- PowerPoint Presentation for visuals
- Universal Declaration of Human Rights PDF file in English and multiple languages.
  - [http://www.ohchr.org/EN/UDHR/Documents/UDHR\\_Translations/eng.pdf](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)
  - <http://www.ohchr.org/EN/UDHR/Pages/SearchByLang.aspx>
- Convention on the Rights of the Child
  - <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

## Unit Overview

	Objectives	Materials	Assignments
Lesson 1	<ul style="list-style-type: none"> <li>❖ To introduce Human Rights concept to the students</li> <li>❖ To activate prior knowledge by asking questions about rights.</li> <li>❖ To provide the students new vocabulary related to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>❖ PowerPoint presentation to teach vocabulary</li> <li>❖ Universal Declaration of Human Rights PDF file in English and multi languages.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will read from the book Inside this place, not of it: Narratives from women's prisons. <i>Standing without sweet company</i>, pages 11-25.</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>❖ To engage students in examination of racism and prejudice in order to make connections between history and moral choices.</li> <li>❖ To offer students framework for analyzing meaning and responsibility of citizenship.</li> <li>❖ To provide students tools to recognize bigotry and indifference in their own worlds.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <i>Bully</i> documentary 2011</li> <li>❖ KWL chart</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will read from the book Inside this place, not of it: Narratives from women's prisons. <i>Charlie Morningstar</i>, pages 187-201</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>❖ To develop in students a sense of empathy for those who are different from themselves.</li> <li>❖ To allow students to discuss feelings about watching a film that is challenging and graphically violent.</li> <li>❖ To provide students with vocabulary to discuss strengths and vulnerabilities of characters in the film.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <i>Bully</i> documentary 2011 second part</li> <li>❖ Sharing KWL chart</li> <li>❖ UDHR Article 26</li> </ul>	<p>If students don't finish the questions in-class. This will be there assignment.</p> <p>Critical thinking questions for students to answer:</p> <ul style="list-style-type: none"> <li>❖ What does each story make you think about and feel?</li> <li>❖ Who is responsible for the effects of bullying?</li> <li>❖ What can we learn from parents of a bullied child?</li> <li>❖ How should communities respond to bullying?</li> </ul> <p>How can communities protect young people from despair caused by bullying?</p>
Lesson 4	<ul style="list-style-type: none"> <li>❖ To provide definitions, statistics, and other general background information from recent research on the causes of bullying and its effects.</li> <li>❖ To model and provide a safe learning environment in which</li> </ul>	<ul style="list-style-type: none"> <li>❖ <i>Bully</i> documentary 2011 third part</li> <li>❖ Self-charts activities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Outside Assignment: Students will read from the book Inside this place, not of it: <i>Clive Poravon</i>, page 213 - 228</li> </ul>

	<p>to discuss responses when we encounter differences that we do not understand.</p> <ul style="list-style-type: none"> <li>❖ To examine how bullying at school reflects larger societal conflicts and attitudes.</li> </ul>		
Lesson 5	<ul style="list-style-type: none"> <li>❖ To encourage students to make more explicit connection with those victimized by bullying.</li> <li>❖ To examine the ways someone can intervene when he or she witnesses bullying.</li> <li>❖ To introduce the human rights approach that taking action to oppose bullying is part of the solution.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Angela Gomez's oral history.</li> <li>❖ Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Outside assignment: Students will review journal entries and discussions in order to choose one theme/main idea presented during the week and write a paragraph including: Title, TBSIR (topic, bridge, support, interpretation, return) sentences, 8-10 sentences long.</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>❖ To provide opportunity for students to share reflections about viewing the documentary and reading the oral history.</li> <li>❖ To introduce human rights approach that many incidents, while differing in details, share common themes.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students discuss common themes of bullying based on real-life incidents, historical incidents, and examples from the film and narrative using active listening and speaking strategies.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Outside assignment: Students will choose a human right article that they will develop through the semester into a research paper.</li> </ul>

## Lesson 1 – Introduction to UDRH

Place:	Community College
Nationalities:	This class is designed for students of all nationalities and ethnicities.
Level:	Advance Reading and Writing
Length:	50 to 60 minutes
Main Objectives	To introduce the Human Rights concept to the students To activate prior knowledge by asking questions about rights. To provide the students new vocabulary related to the lesson

Aim	Procedure	Interaction	Time
Warm Up/ Create Interest	Teacher will welcome students to first class of the semester and will explain that this Reading and Writing class will have a human rights approach throughout the semester.	T - Ss	2 - 10 minutes
Activating Schema	Teacher will ask questions to students: <ul style="list-style-type: none"> <li>What are rights?</li> <li>Who has rights: Do women? Men? Children?</li> <li>Who decides if you have rights?</li> <li>Do you have rights in your country?</li> <li>Could you give me three examples of the rights that you have in your country?</li> </ul> Students will answer these questions individually and then in to groups of three or four to discuss their answers before presenting to the class.	T – Ss Ss – Ss Ss - T	10 – 15 minutes
Pre-teaching Vocabulary	Teacher will have the words in a PPT and ask students to get in pairs to discuss any of the following vocabulary words: <ul style="list-style-type: none"> <li>Promote</li> <li>Brotherhood</li> <li>Jurisdiction</li> </ul>	Ss - Ss	13 minutes

	<ul style="list-style-type: none"> <li>▪ Entitled</li> <li>▪ Endowed</li> <li>▪ Torture</li> <li>▪ Inhuman</li> <li>▪ Rights</li> <li>▪ Degrading</li> <li>▪ Discrimination</li> <li>▪ Arbitrary</li> <li>▪ Principles</li> <li>▪ Deprive</li> <li>▪ Denied</li> </ul> <p>Students will be allowed to search in online dictionaries for clarification.</p> <p>One student from each pair will say which words they know.</p>		
Pre-reading	Teacher will show a master copy of the text and ask students to say what they can predict about the reading based on the title.	T - Ss	3 minutes
During Reading	Students will read the UDRH silently, then each student will read an Article aloud either in English or in their native language.	Ss-Ss	4 minutes
Post-reading: Check Student Comprehension	Teacher will go through the predictions from the pre-reading activity to check the comprehension level of students.	T - Ss	10 minutes
Post-reading: Activity	<p>Students will have, as an outside assignment, to answer two of the following questions in their journal:</p> <ul style="list-style-type: none"> <li>▪ Who has the responsibility to respect and protect human rights? Why?</li> <li>▪ What are some terms that describe what human rights are concerned with?</li> <li>▪ Where do human rights come from?</li> <li>▪ Do you think human rights are important? Why?</li> <li>▪ Which rights are more important to</li> </ul>	Ss - Ss	5 minutes

	<p>you? Why?</p> <p>Outside Assignment: Students will read from the book Inside This Place, Not of It: Narratives from Women's Prisons. <i>Standing without Sweet Company</i>, pages 11-25.</p>		
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## Lesson 2 – *Bully* Documentary

Place:	Community College
Nationalities:	This class is designed for students of all nationalities and ethnicities.
Level:	Advance Reading and Writing
Length:	50 to 60 minutes
Main Objectives: (adapted from Facing History and Ourselves, a nonprofit organization)	<p>To engage students in the examination of racism and prejudice in order to make connections between history and moral choices.</p> <p>To offer students a framework for analyzing meaning and responsibility of citizenship.</p> <p>To provide students tools to recognize bigotry and indifference in their own worlds.</p>

Aim	Procedure	Interaction	Time
Warm Up/ Create Interest	Teacher welcomes students to second class and explains that during the week they will watch the <i>Bully</i> documentary	T - Ss	3 minutes
Activating Schema	Teacher asks questions to students: <ul style="list-style-type: none"> <li>What is a documentary?</li> <li>What is the difference between a documentary and a movie?</li> </ul>	T - Ss	5 minutes
Pre-watching	Teacher introduces students to KWL chart along with the following words: <ul style="list-style-type: none"> <li>Racism</li> <li>Prejudice</li> <li>Bigotry</li> <li>Moral Choice</li> <li>Indifference</li> </ul> <p>Students will begin to work individually on KWL chart answering what they know, what they want to know about vocabulary, and what they think the</p>	T-Ss Ss	5 – 10 minutes

	documentary will be about.		
During Watching	Students watch the first part of the <i>Bully</i> documentary and think about, or continue to, answer questions in the KWL exercise.	Ss	35 minutes
Post-watching	Students complete What I Learned section of KWL chart. Outside Assignment: Students will read from the book <i>Inside This Place, Not of It: Narratives from Women's Prisons</i> . <i>Charlie Morningstar</i> , pages 187-201	Ss	5 minutes



## Lesson 3- *Bully Documentary*

Place:	Community College
Nationalities:	This class is designed for students of all nationalities and ethnicities.
Level:	Advance Reading and Writing
Length:	50 to 60 minutes
Main Objectives:	<p>To develop in students a sense of empathy for those who are different from themselves.</p> <p>To allow students to discuss feelings about watching a film that is challenging and graphically violent.</p> <p>To provide students with the necessary vocabulary to discuss strengths and vulnerabilities of characters in the film.</p>

Aim	Procedure	Interaction	Time
Warm Up/ Create Interest	Teacher presents referenced quote from Article 26 of UDHR and students will write in their journal any personal response they have about the article.	T – Ss Ss	5 minutes
Pre-discussion and Writing	Teacher shares K & W parts of KWL completed from previous class. Students will get into pairs and discuss what they learned from the film.	T - Ss Ss - Ss	20 minutes
During Discussion and Writing	<p>Watching the second part of the documentary will be reserved for the following day. Instead, students will create and discuss their own definitions of bullying.</p> <p>Students will discuss consequences of bullying as witnessed in the first part of the documentary.</p>	Ss	20 minutes

Post-discussion and Writing Adapted from FHO Viewing guide)	<p>Critical thinking questions for students to answer:</p> <ul style="list-style-type: none"><li>• What does each story make you think about and feel?</li><li>• Who is responsible for the effects of bullying?</li><li>• What can we learn from parents of a bullied child?</li><li>• How should communities respond to bullying?</li><li>• How can communities protect young people from despair caused by bullying?</li></ul>	T- Ss	5 minutes
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## Lesson 4 - *Bully* Documentary

Place:	College of Alameda
Nationalities:	This class is designed for students of all nationalities and ethnicities.
Level:	Advance Reading and Writing
Length:	50 to 60 minutes
Main Objectives (adapted from FHO):	<p>To provide definitions, statistics, and other general background information from recent research on the causes of bullying and its effects.</p> <p>To model and provide a safe learning environment in which to discuss responses when we encounter differences that we do not understand.</p> <p>To examine how bullying at school reflects larger societal conflicts and attitudes.</p>

Aim	Procedure	Interaction	Time
Warm Up/ Create Interest	Teacher presents recent research regarding definitions, statistics, and background information about bullying at school. Students will record their responses to this material in their journals.	T - Ss	5 - 10 minutes
Activating Schema	Teacher presents two key characteristics of bullying: Repeated harmful acts and an imbalance of power.	T-Ss	5 minutes
Pre-Watching (Adapted from FHO)	Students will complete Identity Charts for themselves, and one or more for the young people in the film. Identity Chart consists of centered oval labelled “Me” with descriptions of individual traits radiating out from oval. There can be as many “arms” as necessary to express all the different nouns (e.g. “sister”), verbs (e.g. “play soccer”) and adjectives (e.g. “good at dancing”) that create identity.	Ss	10 minutes
During Watching	Students watch the second part of documentary. They may add to the charts as they watch.		35 minutes

Post-watching (adapted from FHO)	Students will compare their own identity charts with those they made for people in the film. Students will form groups of three or four to discuss how differences make one more vulnerable to being bullied.	Ss-Ss	
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## Lesson 5 - *Bully* Documentary/Oral History.

Place:	College of Alameda
Nationalities:	This class is designed for students of all nationalities and ethnicities.
Level:	Advance Reading and Writing
Length:	50 to 60 minutes
Main Objectives (adapted from FHO):	<p>To encourage students to make more explicit connection with those victimized by bullying.</p> <p>To examine the ways someone can intervene when he or she witnesses bullying.</p> <p>To introduce the human rights approach that taking action to oppose bullying is part of the solution.</p>

Aim	Procedure	Interaction	Time
Warm Up/ Create Interest	Teacher introduces oral history of Angela Gomez and her daughter.	T - Ss	10 minutes
Pre-watching and writing (adapted from FHO)	<p>Teacher introduces three possible roles to play in choosing to respond to bullying at school:</p> <ul style="list-style-type: none"> <li>Perpetrators (join in the bullying, escalate harassment, or initiate new attacks on target later)</li> <li>Bystanders (attempt to remain uninvolved in situation, often look on silently or find an excuse to walk away)</li> <li>Upstanders (take action to oppose bullying; might intervene directly, but do not put themselves at risk in order to help; might befriend target or seek help from adults)</li> </ul>	T-Ss	10 minutes
During watching and writing	Students will view final segment of film and take turns reading aloud Angela Gomez's oral history.		28 minutes

<p>Post-watching and writing (adapted from FHO)</p>	<p>Students will discuss their reaction to film and to the narrative by answering following questions:</p> <ul style="list-style-type: none"> <li>• Did the bullying in the film and the narrative sadden you? Did it frustrate you?</li> <li>• Did the ineffective responses of people in the film and the narrative sadden and/or frustrate you?</li> <li>• Have you learned anything about the causes and effects of bullying that would help you take steps towards combating bullying?</li> <li>• Have you learned anything that would help school communities take steps to effectively combat bullying?</li> </ul> <p>Outside assignment: Students will review journal entries and discussions in order to choose one theme/main idea presented during the week and write a paragraph that meet the following criteria: Title, TBSIR (topic, bridge, support, interpretation, return) sentences, 8-10 sentences long.</p>		<p>12 minutes</p>
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## Lesson 6 - *Bully* Documentary/Oral History.

Place:	College of Alameda
Nationalities:	This class is designed for students of all nationalities and ethnicities.
Level:	Advance Reading and Writing
Length:	50 to 60 minutes
Main Objectives:	To provide opportunity for students to share reflections about viewing the documentary and reading the oral history. To introduce human rights approach that many incidents, while differing in details, share common themes.

Aim	Procedure	Interaction	Time
Warm Up/ Create Interest (adapted from FHO)	Teacher introduces a debriefing discussion strategy in which all students participate as active speakers and listeners to ensure that shy students share their ideas and frequent speakers practice being quiet.	T - Ss	15 minutes
Pre-discussion (adapted from FHO)	Teacher reviews common themes of bullying at school: <ul style="list-style-type: none"> <li>• The experience of being bullied</li> <li>• The meaning of friendship</li> <li>• The impact of upstanders and bystanders</li> <li>• The role of adults</li> <li>• The power of school culture</li> <li>• The power of social norms</li> </ul>	T-Ss	10 - 15 minutes
During Discussion	Students discuss common themes of bullying based on real-life incidents, historical incidents, and examples from the film and narrative using active listening and speaking strategies.	Ss-Ss	20 minutes

Post-Discussion	<p>Students write in journals a final evaluation of what they learned about bullying at school as a human rights issue defining education as a tool of transformation.</p> <p>Outside assignment: Students will choose a human rights article that they will develop through the semester into a research paper.</p>		10 minutes
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## KWL Activity For Lesson 2

Students will fill out chart before and after watching the documentary to activate prior knowledge about an issue or theme.

### *Bully Documentary*

#### K – W - L

K What I know	W What I want to know	L What I learned

*Write your question:*

# Journal Writing

*Start writing:*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

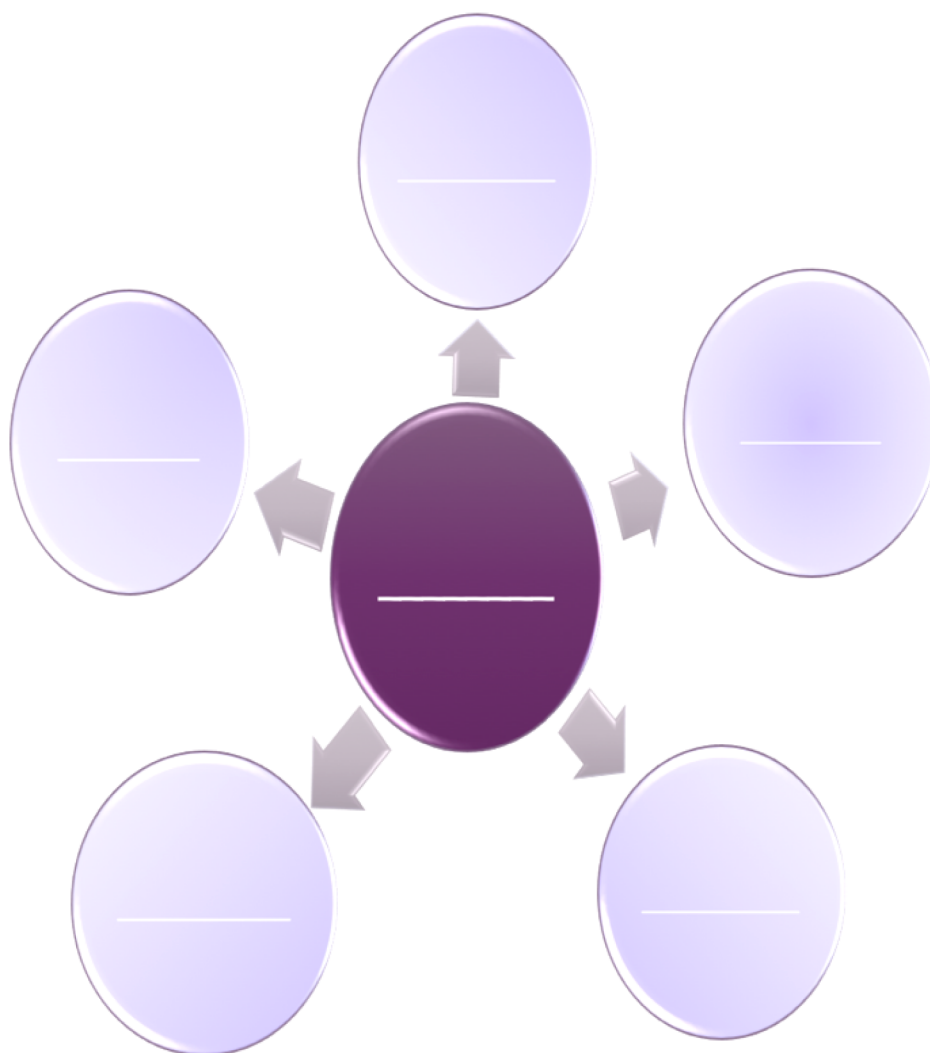
## Identity Chart Activity For Lesson 4

Students will fill out chart before watching the documentary to activate prior knowledge.

### Identity Chart

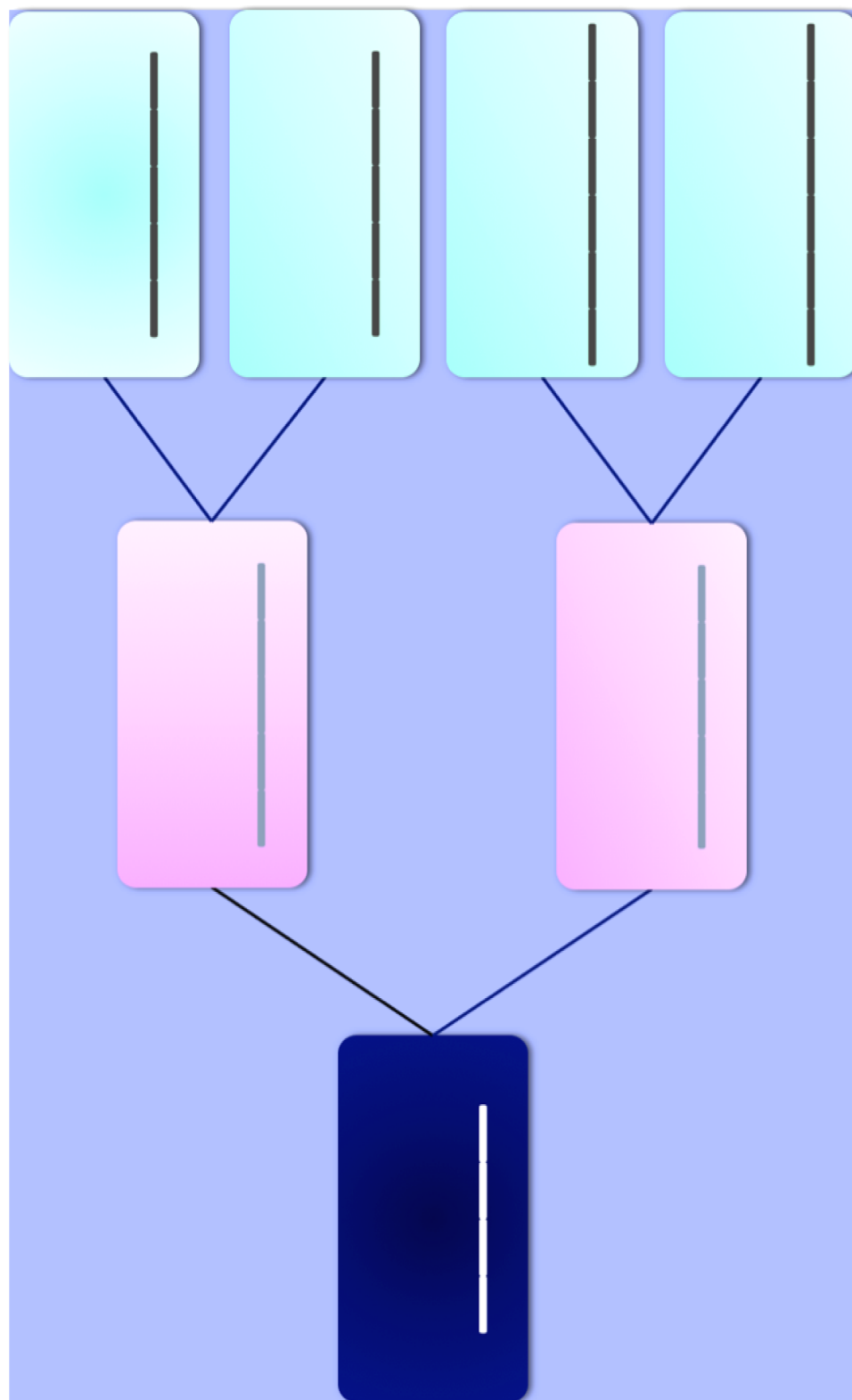
Name: \_\_\_\_\_

Date: \_\_\_\_\_

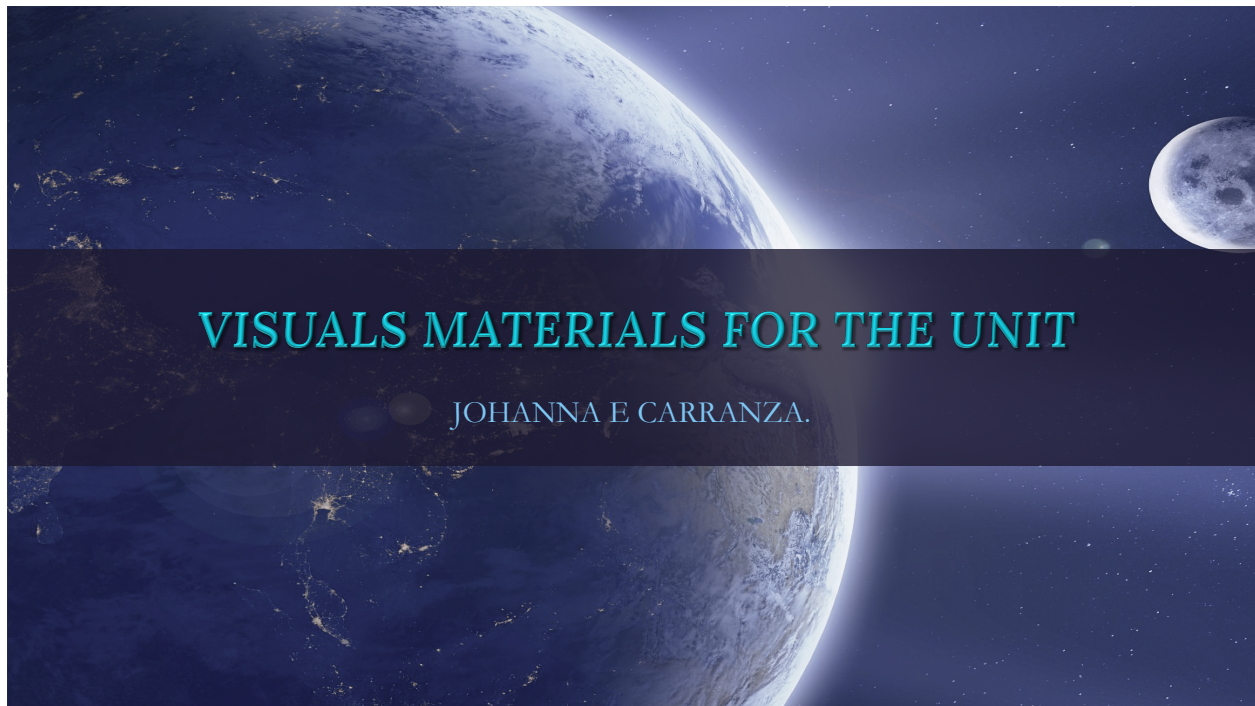


## Brainstorm

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## PowerPoint Presentation for the Unit





## LESSON 1 - VOCABULARY

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Promote



Brotherhood



Jurisdiction

## LESSON 1 - VOCABULARY

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Entitled



Torture



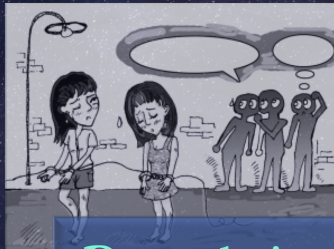
Inhuman



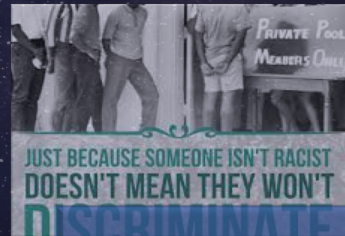
## LESSON 1 – VOCABULARY



Rights



Degradation



Discrimination

## LESSON 1 – VOCABULARY

Principles



Unauthorized

## Lesson 1- Universal Declaration of Human Rights



UDHR

## LESSON 1 – Activity

### Assignment

- Students will answer in your journal two of the following questions.
- Students write a paragraph to a page to respond to each question.
- This should be typed and turn in the due date of your journals due date.

### Questions

- Who has the responsibility to respect and protect human rights? Why?
- What are some terms that describe what human rights are concerned with?
- Where do human rights come from?
- Do you think human rights are important? Why?
- Which rights are more important to you? Why?



## QUESTIONS IN LESSON 2

What is a documentary?

What is the difference between a documentary and a movie?

## LESSON 2 - KWL

K What I know	W What I want to know	L What I learned

## LESSON 3 - QUESTIONS

What does each story make you think about and feel?

Who is responsible for the effects of bullying?

What can we learn from parents of a bullied child?

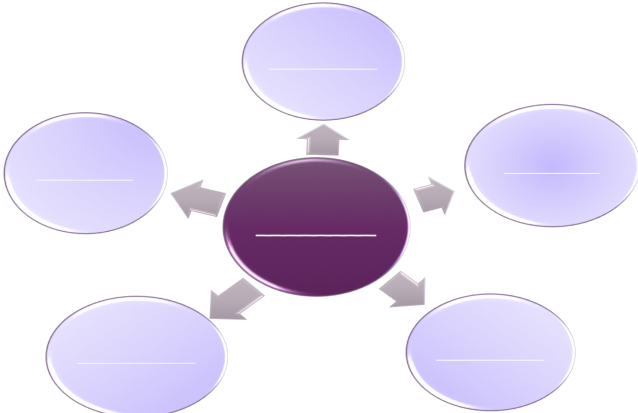
How should communities respond to bullying?

How can communities protect young people from despair caused by bullying?

## LESSON 4 - IDENTITY CHART

*Identity Chart*

Name: \_\_\_\_\_ Date: \_\_\_\_\_



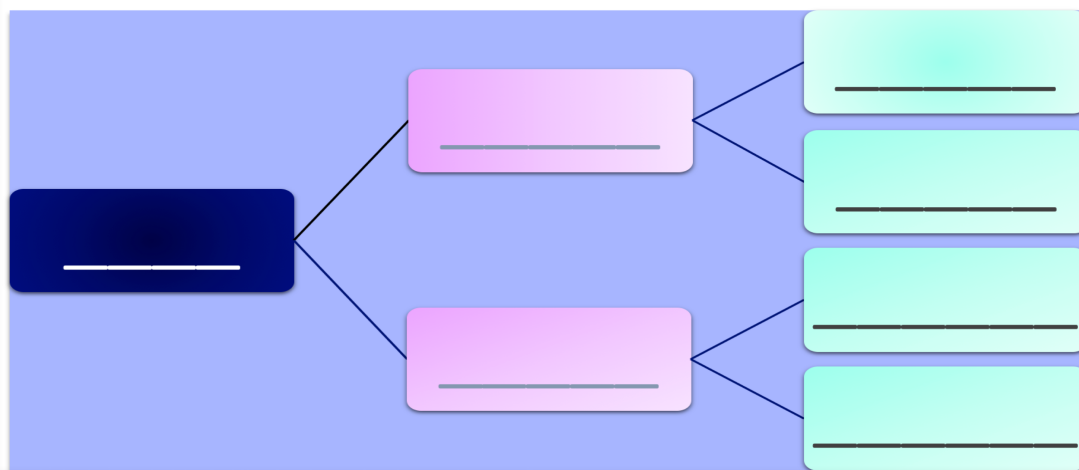
The diagram consists of a central dark purple circle with a horizontal line for text. Six light purple circles are arranged around it, each with a horizontal line for text. Arrows point from the central circle to each of the six surrounding circles.

## LESSON 4 – IDENTITY CHART

### Brainstorm

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## LESSON 5 – ORAL HISTORY

Curranza 1



### ANGELA M. GOMEZ HOFFMAN

AGE WHEN INTERVIEWED: 35

BORN: Santa Fe de Bogota

INTERVIEWED IN: El Cerrito, California

Angela Gomez was raised between Bogota and Medellin, Colombia; her family was upper middle class and traditionally Catholic. Her father was a lawyer and her mother was an educator. Angela went to bilingual private elementary and high schools. Her college education was at Pontifical Javerian University, Bogota campus, where she achieved her Bachelor of Arts in Mass Media Communication. She worked as an account executive and copywriter for a multinational agency, Leo Burnett. She also worked as a copywriter for Toyota and after a year of working in these companies, she decided to take a trip to the pyramids of Chichén Itza, which changed her life. In 2004, she decided to come to New York City, where she became a self-taught visual artist as well as a healer. A year later, after working many different jobs, she decided to come to California to continue her passion for the visual and healing arts. In 2007, she married Andrew Hoffman a well-known restaurateur and sommelier in the Bay Area. Their daughter, Amelie Lucia Hoffman, was born a year later. Angela's life in the United States hasn't been